



DPI PROGRAM REVIEW

Program: Early Childhood through Middle Childhood DPI Consultant: Ann Kellogg

IHE: _____ Date: _____

Standard 1. The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)	<i>Candidates have the following Knowledge, Skills and Dispositions:</i>	How program assesses the students' proficiency of the content standards and KSDs including within the portfolio	<u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent—NO
1. The principles and theories of child growth and development and learning theory as appropriate to children birth through age eight;			
2. The characteristics of play and its contribution to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age eight.			
3. The theories and principles of classroom organization and management based upon child development and learning of children birth through age eight.			

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4. The study, implementation, and evaluation of early childhood curriculum based upon child development, learning theory, and research for all children birth through age 8.			
5. The strategies in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science.			
6. The interrelationships among the fields of knowledge and the implementation of a balanced and integrated curriculum for the early childhood level.			
7. The use of appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.			

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8. The application of appropriate principles of professionalism, program and staff development, supervision and evaluation of support staff, advisory groups, community agencies and resources, and pupil services personnel as related early childhood programs.			
9. Developmentally appropriate assessment tools with children birth through age eight.			
10. The identification and teaching of children birth through age eight with special needs and talents.			
11. The implementation of instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills and employability skills and attitudes			

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<p>1. Environmental education including the conservation of natural resources:</p>	<p>Make observations, ask questions and plan environmental investigations</p> <ul style="list-style-type: none"> • Collect information, make predictions, and offer explanations about questions asked • Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations • Communicate their understanding to others in simple terms 		
<ul style="list-style-type: none"> • Energy and Ecosystems: 	<ul style="list-style-type: none"> • Describe the flow of energy in natural systems, citing the sun as the source of energy on the earth; e.g., a food chain • Illustrate how they use energy in their daily lives • List sources of energy, distinguishing between renewable and nonrenewable sources • List the components of an ecosystem, including the qualities of a healthy habitat • Describe natural and human-built ecosystems in Wisconsin • Cite examples of how different organisms adapt to their habitat • Draw a simple hydrologic cycle 		
<ul style="list-style-type: none"> • Natural Resources and Environmental Quality 	<ul style="list-style-type: none"> • Describe and give examples of natural resources; e.g., water, minerals, soils, air • Distinguish between renewable and nonrenewable resources • Describe how they use natural resources in their daily lives • List jobs in the community that result from or are influenced by processing and using natural resources 		

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<p>Natural Resources and Environmental Quality (continued)</p>	<ul style="list-style-type: none"> • Determine the cause of different types of pollution • Identify environmental problems and issues • Apply ideas of past, present, and future to specific environmental issues • Identify people and groups of people that are involved in the issue • Identify some of the decisions and actions related to the issue • Identify proposed solutions to the issue and discuss arguments for and against the issue • Demonstrate knowledge of a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences, and being aware of available resources • Identify and give examples of short-term and long-term solutions to a problem • Identify two or more ways to take positive environmental action; e.g., posters, letters, and speeches • Communicate with local, state, or national officials regarding an environmental topic • Explain how they can influence an environmental issue • Develop a plan, either individually or in a group, to preserve the local environment • Identify and describe examples of their environmental civic responsibilities and the actions they take to meet them • Understand how their personal actions impact their civic responsibilities toward the environment 		

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<p>2. the use of English language arts and using concepts from reading, language and child development, and appropriate instructional methods including phonics to teach reading, writing, speaking, viewing, listening, and thinking skills</p>	<ul style="list-style-type: none"> • Successfully apply their developing skills to many different situations, materials, and ideas • Use effective reading strategies to achieve their purposes in reading • Read, interpret, and critically analyze literature • Read and discuss literary and nonliterary texts in order to understand human experience • Read to acquire information • Create or produce writing to communicate with different audiences for a variety of purposes • Plan, revise, edit, and publish clear and effective writing • Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications • Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes • Listen to and comprehend oral communications • Participate effectively in discussion • Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication • Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English 		

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<p>2. the use of English language arts (continued)</p>	<ul style="list-style-type: none"> • Use computers to acquire, organize, analyze, and communicate information • Make informed judgments about media and products • Create media products appropriate to audience and purpose • Demonstrate a working knowledge of media production and distribution • Analyze and edit media work as appropriate to audience and purpose • Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings 		
<p>3. The major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data</p>	<ul style="list-style-type: none"> • Use reasoning abilities to: perceive patterns, identify relationships, formulate questions for further exploration, justify strategies, test reasonableness of results • Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models • Connect mathematical learning with other subjects, personal experiences, current events, and personal interests, see relationships between various kinds of problems and actual events, use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies) • Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work 		

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<p>3. The major concepts, procedures, and reasoning processes of mathematics (continued)</p>	<ul style="list-style-type: none"> • Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence • Represent and explain whole numbers, decimals, and fractions with physical materials, number lines and other pictorial models, verbal descriptions, place-value concepts and notation, symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) • Determine the number of things in a set by grouping and counting (e.g., by threes, fives, hundreds), combining and arranging (e.g., all possible coin combinations amounting to thirty cents), estimation, including rounding • Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units) • Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths • In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as: recalling the basic facts of addition, subtraction, multiplication, and division, using mental math (e.g., $37 + 25$, 40×7), estimation, selecting and applying algorithms for addition, subtraction, multiplication, and division, using a calculator. • Add and subtract fractions with like denominators 		
<p>3. The major concepts, procedures, and reasoning processes of mathematics (continued)</p>	<ul style="list-style-type: none"> • In problem-solving situations involving money, add and subtract decimals • Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by: naming them, comparing, 		

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	<p>sorting, and classifying them, drawing and constructing physical models to specifications, identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles), predicting the results of combining or subdividing two-dimensional figures, explaining how these figures are related to objects in the environment.</p> <ul style="list-style-type: none"> • Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to: symmetry, congruence, similarity • Identify and use relationships among figures, including but not limited to: location (e.g., between, adjacent to, interior of), position (e.g., parallel, perpendicular), intersection (of two-dimensional figures). • Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures • Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them 		

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<p>3. The major concepts, procedures, and reasoning processes of mathematics (continued)</p>	<ul style="list-style-type: none"> • Demonstrate understanding of basic facts, principles, and techniques of measurement, including: appropriate use of arbitrary and standard units (metric and US Customary), appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups), judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks. • Read and interpret measuring instruments (e.g., rulers, clocks, thermometers) • Determine measurements directly by using standard tools to these suggested degrees of accuracy: length to the nearest half-inch or nearest centimeter, weight (mass) to the nearest ounce or nearest 5 grams, temperature to the nearest 5°, time to the nearest minute, monetary value to dollars and cents, liquid capacity to the nearest fluid ounce. • Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques • Work with data in the context of real-world situations by: formulating questions that lead to data collection and analysis, determining what data to collect and when and how to collect them, collecting, organizing, and displaying data, drawing reasonable conclusions based on data 		

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<p>3. The major concepts, procedures, and reasoning processes of mathematics (continued)</p>	<ul style="list-style-type: none"> • Describe a set of data using: high and low values, and range, most frequent value (mode), middle value of a set of ordered data (median) • In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts. • Determine if the occurrence of future events are more, less, or equally likely, impossible, or certain • Predict outcomes of future events and test predictions using data from a variety of sources • Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number) • Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "=", effective use of the associative property of multiplication) • Work with simple linear patterns and relationships in a variety of ways, including: recognizing and extending number patterns, describing them verbally, representing them with pictures, tables, charts, graphs, recognizing that different models can represent the same pattern or relationship, using them to describe real-world phenomena • Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels) 		

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<p>3. The major concepts, procedures, and reasoning processes of mathematics (continued)</p>	<ul style="list-style-type: none"> • Use simple equations and inequalities in a variety of ways, including: using them to represent problem situations, solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts), recording and describing solution strategies • Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division) 		
<p>4. The subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p>	<ul style="list-style-type: none"> • When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed • When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now • When investigating a science-related problem, decide what data can be collected to determine the most useful explanations • When studying science-related problems, decide which of the science themes are important • When studying a science-related problem, decide what changes over time are occurring or have occurred • Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations 		

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<p>4. The subject matter of science (continued)</p>	<ul style="list-style-type: none"> • Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked • Show how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time • Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied • Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations • Select multiple sources of information to help answer questions selected for classroom investigations • Use simple science equipment including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers safely and effectively to collect data relevant to questions and investigations • Use data they have collected to develop explanations and answer questions generated by investigations • Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means 		

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<p>4. The subject matter of science (continued)</p>	<ul style="list-style-type: none"> • Support their conclusions with logical arguments • Ask additional questions that might help focus or further an investigation • Understand that objects are made of more than one substance, by observing, describing, and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances • Group and/or classify objects and substances based on the properties of earth materials • Understand that substances can exist in different states—solid, liquid, gas • Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes • Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data • Observe and describe physical events in objects at rest or in motion • Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including position relative to another object, motion over time, and position due to forces 		

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<p>4. The subject matter of science (continued)</p>	<ul style="list-style-type: none"> • Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism) • Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations • Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin • Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science • Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time • Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes • Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes • Using the science themes, describe resources used in the home, community, and nation as a whole • Illustrate resources humans use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world 		

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<p>4. The subject matter of science (continued)</p>	<ul style="list-style-type: none"> • Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive • Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment) • Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type • Using the science themes, develop explanations for the connections among living and nonliving things in various environments • Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps • Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time • Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally • Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community • Ask questions to find answers about how devices and machines were invented and produced 		

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<p>4. The subject matter of science (continued)</p>	<ul style="list-style-type: none"> • Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care • Using the science themes, identify local and state issues that are helped by science and technology and explain how science and technology can also cause a problem • Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care • Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues 		
<p>5. The major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote pupils' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p>	<ul style="list-style-type: none"> • Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface • Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders • Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters • Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world • Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes • Identify connections between the local community and other places in Wisconsin, the United States, and the world • Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment • Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts • Use a timeline to select, organize, and sequence information describing eras in history • Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events • Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups • Identify the historical background and meaning of important political values such as freedom, democracy, and justice • Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags • Identify and describe important events and famous people in Wisconsin and United States history • Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Describe examples of cooperation and interdependence among individuals, groups, and nations • Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin • Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity • Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed • Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation • Explain the basic purpose of government in American society, recognizing the three levels of government • Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community • Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals • Describe and explain of the role of money, banking, and savings in everyday life 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game) • Identify local goods and services that are part of the global economy and explain their use in Wisconsin • Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient • Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service) • Identify the economic roles of various institutions, including households, businesses, and government • Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world • Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development • Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living • Describe the ways in which ethnic cultures influence the daily lives of people • Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society • Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture • Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior • Describe and distinguish among the values and beliefs of different groups and institutions • Explain how people learn about others who are different from themselves • Give examples and explain how the media may influence opinions, choices, and decisions 		

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<p>5. The major concepts and modes of inquiry from the social studies (continued)</p>	<ul style="list-style-type: none"> • Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures • Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens • Investigate and explain similarities and differences in ways that cultures meet human needs • Describe how differences in cultures may lead to understanding or misunderstanding among people • Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters 		
<p>6. The arts—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among pupils</p>			
<p>DANCE</p>	<ul style="list-style-type: none"> • Recognize and explore space, time, and force as the three elements of dance • Define and maintain personal space and move safely in groups throughout the general space • Demonstrate eight basic foot locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip) • Demonstrate and combine nonlocomotor/axial movements (such as bend, twist, rotate, stretch, or swing) 		

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<p>6. The arts—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among pupils</p>			
<p>DANCE</p>	<ul style="list-style-type: none"> • Explore forms of locomotion using other bases of support (such as roll, crawl, cartwheel, or slide) • Combine various locomotor forms with directional changes (such as forward, backward, sideways, diagonal, or turn) • Create shapes through movement and move at low, medium, and high levels • Demonstrate movements using various pathways (such as straight, curved, zig-zag, twisted, or turning) on the ground and in the air • Demonstrate rhythmic awareness by moving to a musical beat and responding to changes in tempo • Explore the basic effort actions (such as thrust, press, glide, wring, dab, flick, or slash) • Develop kinesthetic awareness (movement perception and muscle sense) • Demonstrate concentration and focus while moving • Observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary • Recognize and apply the laws of motion, such as gravity and momentum, while exploring movement 		

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<p>DANCE (continued)</p>	<ul style="list-style-type: none"> • Study efficient principles of movement • Develop awareness of body alignment while performing basic movement sequences • Develop strength, flexibility, balance, and neuromuscular coordination • Develop and value a positive body image • Use improvisation to explore, discover, and invent movement • Improvise spontaneous dances using poetry, stories, and props • Create a sequence with a beginning, middle, and an end, with and without rhythmic accompaniment • Create a dance phrase, repeat it, and vary it (making changes in the space, time, and/or force or energy) • Demonstrate the following skills: leading, following, echoing, and mirroring • Integrate the basic compositional elements of unity, contrast, repetition, and variety into dances • Demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups • Begin to use scientific and/or mathematical concepts to create movement studies • Identify how dance movement is similar to and different from ordinary movement • Observe and describe similarities and differences in basic movement patterns • Identify the movement elements in creative movement studies 		

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<p>DANCE (continued)</p>	<ul style="list-style-type: none"> • Select and use basic compositional elements to create a short dance study • Create a dance project that reveals understanding of a concept or idea • Discover their potential for communicating through movement • Explore and discover multiple solutions to a given movement problem • Present dances and discuss how movement choices convey meaning • Interpret and react to dance through discussion • Study influential dancers and choreographers • Perform folk dances from various cultures within a historical and cultural context • Learn and share a dance from their cultural heritage • Utilize community dance resources (such as people, books, or videos) • Study dance from a particular culture and/or time period • Create a dance project that illustrates a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance) • Respond to a dance using another discipline (such as write a story about the dance) • Understand how dancing influences healthy living choices • Use injury-preventing practices (such as warming-up, safe stretching, safe landing, and cooling-down) 		

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<p>DANCE (continued)</p>	<ul style="list-style-type: none"> • Create a warm-up and discuss how that warm-up prepares the body and mind for expressive purposes • Explain strategies to prevent dance injuries • Recognize dance's potential to foster physical and emotional well-being • Create a video portfolio of dance studies and performances • Create and record audio tapes to accompany dance studies • View videos of dances from other cultures and/or professional dance performances • Begin to use computer technology to facilitate dance-related research • Use the computer to note or describe a simple dance sequence or composition • Create a short dance video 		
<p>MUSIC</p>	<ul style="list-style-type: none"> • Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo • Sing expressively with appropriate dynamics, phrasing, and interpretation • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures • Sing ostinati, partner songs, and rounds • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor • Play on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo 		

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<p>MUSIC (continued)</p>	<ul style="list-style-type: none"> • Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments • Play expressively a varied repertoire of music representing diverse genres and styles • Echo short rhythmic and melodic patterns • Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor • Play independent instrumental parts while other students sing or play contrasting parts • Improvise in the same style <i>answers</i> to given rhythmic and melodic <i>questions</i> • Improvise simple rhythmic and melodic ostinato accompaniments • Improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies • Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means • Create and arrange music to accompany readings and dramatizations • Create and arrange short songs and instrumental pieces within specified guidelines • Use a variety of sound sources when composing and arranging 		

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<p>MUSIC (continued)</p>	<ul style="list-style-type: none"> • Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures • Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing • Use standard symbols to notate meter, rhythm, pitch, and dynamics in pattern and/or song • Identify phrases and sections of music that are the same, similar, and/or different • Identify simple music forms upon listening to a given example • Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures • Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances • Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices • Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music • Devise criteria for evaluating performances and compositions 		

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<p>MUSIC (continued)</p>	<ul style="list-style-type: none"> • Explain, using appropriate music terminology, personal preferences for specific musical works and styles • Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement • Identify similarities and differences in the meanings of common terms used in the various arts • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music • Demonstrate audience behavior appropriate for the context and style of music performed • Listen to and identify, by genre or style, examples of music from various historical periods and world cultures • Describe in simple terms how elements of music are used in music examples from various cultures of the world • Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use • Identify and describe roles of musicians in various music settings and world cultures 		
<p>VISUAL ARTS</p>	<ul style="list-style-type: none"> • Develop a basic mental storehouse of images • Learn basic vocabulary related to their study of art • Learn about basic styles of art from their own and other parts of the world 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Learn about styles of art from various times • Know that art is one of the greatest achievements of human beings • Know that art is a basic way of thinking and communicating about the world • Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs • Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist • Know that works of art and designed objects relate to specific cultures, times, and places • Know that art is influenced by artists, designers, and cultures • Understand that their choices in art are shaped by their own culture and society • Know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers • Begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities • Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design • Explore the elements and principles of design 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Explore what makes quality design • Know how the design of art changes its meaning • Use design to improve artwork • Look at nature and works of art as visual resources • Use sketching to develop ideas for their artwork • Develop basic skills to produce quality art • Explore the natural characteristics of materials and their possibilities and limitations • Be aware of their creative processes to better understand their work • Develop personal responsibility for their learning and creative processes • Know basic information, such as the history, public art, and unique architecture, of their own cultural community • Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community • Know that the environment influences the look and use of art, architecture, and design • Learn about basic concepts in art, such as "form follows function," "less is more," balance, symmetry, and originality • Learn basic language used in art • Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics • Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia • Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products • Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models • Use the visual arts to express ideas that cannot be expressed by words alone • Learn that art includes mass media, such as magazines, television, computers, and films • Know that art techniques are used in mass media • Know that advertisements, news, and entertainment programs contain visual messages • Know that there are stereotypes in visual media • Know that production techniques affect viewers' perceptions • Learn simple media techniques • Learn how media productions are made 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Learn to make changes in media production • Know that art communicates ideas • Know that artwork has meanings • Talk and write about the meanings of artworks and design • Know how to create works of art that have meanings • Study the patterns and color in nature • Use drawing to examine objects closely • Show differences among colors, shapes, textures, and other qualities of objects in their artwork • Create three-dimensional forms with paper, clay, and other materials • Be able to read simple maps, charts, and plans • Know how artists make photographs and films • Use art to understand how they feel • Make art that shows how they sometimes feel • Talk or write about feelings in a work of art • Recognize their own feelings when they look at work of art • Understand that art is made by people from different times, places, and cultures • Realize that creating or looking at art can bring out different feelings • Work alone and with others to develop visual ideas and objects • Explore the purposes and functions of art • Understand that the choice of materials and techniques influences the expressive quality of art 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Learn that different cultures think about art differently • Learn that philosophers think about art • Begin to understand their own ideas about the purposes and meanings of art • Begin learning the value of art as a basic part of being human • Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design • Know that different cultures have different concepts of beauty • Understand the difference between original artworks, reproductions, and copies • Talk about art in basic terms • Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology • Invent new ways to communicate ideas and solutions to problems in art • Use what they are learning about life, nature, the physical world, and people to create art • Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world • Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design 		

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<p>VISUAL ARTS (continued)</p>	<ul style="list-style-type: none"> • Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture • Use their knowledge, intuition, and personal experiences to develop ideas for artwork • Begin to develop a base of knowledge and skills from which to create new ideas • Explore the role that personal traits, such as independent thinking, courage, integrity, insight, dedication, and patience, play in creating quality art and design • Understand that art is created by people and changes our time and culture • Explore nature and designs by artists as sources for new ideas for their artwork • Understand that artists develop a personal style that reflects who they are • Exhibit imagination by interpreting situations from more than one point of view 		
<p>THEATRE</p>	<p>Attend a live theatre performance and discuss the experience</p> <ul style="list-style-type: none"> • explain what happened in the play • identify and describe the characters • say what they liked and didn't like • describe the scenery, lighting and/or costumes <p>Read a play</p> <ul style="list-style-type: none"> • explain what happened in the play • identify and describe the characters • say what they liked and didn't like 		

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<p>THEATRE (continued)</p>	<ul style="list-style-type: none"> • Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas • Create a human or animal character through physical movement with sounds and/or speech, using facial expressions • Create a human or animal character based upon a costume or object (prop) • Create a human or animal character based upon an original idea • Create a play based on information collected from another culture, subject area, or historic time period • Select a story or topic and plan a play with a beginning, middle, and end • Find information to help develop characters and the appropriate background for the presentation • Explain strengths and weakness of their own work and that of others • Identify strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class • Identify what they need to do to make their character or scene more believable and/or understandable • Share their comments constructively and supportively within the group • Create a scene or play based on a story, another piece of literature, or an idea, with a beginning, middle, and end 		

The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)	<i>Candidates have the</i> Knowledge, Skills and Dispositions:	How program assesses the students' proficiency of the content standards and KSDs	<u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO
THEATRE (continued)	<ul style="list-style-type: none"> • Use props or furniture to create an environment for drama and create a character with costume pieces • Explain their choices for setting, characters, and other artistic elements • Create publicity for a dramatic presentation • Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit) • Rehearse and perform a scene or play for peers and invited guests 		
7. Physical education —human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for pupils	<ul style="list-style-type: none"> • Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health • Describe healthful benefits that result from regular physical activity • Identify several moderate to vigorous physical activities that provide personal pleasure • Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking • Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates) • Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form 		

<p>The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)</p>	<p><i>Candidates have the</i> Knowledge, Skills and Dispositions:</p>	<p>How program assesses the students' proficiency of the content standards and KSDs</p>	<p><u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO</p>
<p>7. Physical education (continued)</p>	<ul style="list-style-type: none"> • Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns • Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running • Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student • Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip • Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance • Experience the opportunity for enjoyment while participating in physical activity • Learn to enjoy practicing activities to increase skill competence • Celebrate personal successes and achievements as well as those of others • Use physical activity as a means of self-expression 		

<p>The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)</p>	<p><i>Candidates have the Knowledge, Skills and Dispositions:</i></p>	<p>How program assesses the students' proficiency of the content standards and KSDs</p>	<p><u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO</p>
<p>7. Physical education (continued)</p>	<ul style="list-style-type: none"> • Identify several activities related to each component of physical fitness such as development of muscular strength • Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities • Describe personal strengths and weaknesses and elevate the weaknesses to strengths • Follow activity-specific rules, procedures, and etiquette with little or no reinforcement • Utilize safety principles in activity situations • Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process • Work independently and <i>on task</i> for short periods of time • Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others • Explore cultural and ethnic self-awareness through participation in physical activity • Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior • Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities 		

<p>The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)</p>	<p><i>Candidates have the</i> Knowledge, Skills and Dispositions:</p>	<p>How program assesses the students' proficiency of the content standards and KSDs</p>	<p><u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO</p>
<p>8. the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health</p>	<ul style="list-style-type: none"> • Identify positive mental, emotional, social, and physical factors that influence health • Describe how family, school, and community environments influence personal health • Identify ways to be healthy during childhood • Explain how childhood diseases and injuries can be prevented or treated • Describe the basic structure and functions of the human body systems • Identify responsible health behaviors • Demonstrate the ability to locate resources from home, school, and community that provide valid health information • Compare the relative risk of various behaviors • Demonstrate strategies to improve or maintain personal health • Develop and practice injury prevention and management strategies for personal health • Demonstrate ways to avoid and reduce threatening situations • Demonstrate the ability to apply a decision-making process to health issues • Explain when to ask for assistance in making health-related decisions and setting health goals • Predict outcomes of positive health decisions for themselves • Set a personal health goal and track progress toward achievement • Analyze how behaviors may have both good and bad consequences 		

<p>The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)</p>	<p><i>Candidates have the</i> Knowledge, Skills and Dispositions:</p>	<p>How program assesses the students' proficiency of the content standards and KSDs</p>	<p><u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO</p>
<p>8. the major concepts in the subject matter of health education (continued)</p>	<ul style="list-style-type: none"> • Identify valid health information, products, and services • Identify personal health needs • Explain how the media influences the selection of health information, products, and services • Describe a variety of methods to convey accurate health information and ideas • Describe how culture influences personal health behaviors • Explain how the media influences thoughts, feelings, and health behaviors • Describe ways technology can influence personal health • Explain how information from school and family influences health • Distinguish between and demonstrate verbal and nonverbal communication • Describe and demonstrate healthy ways to express needs, wants, and feelings • Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others • Describe and demonstrate attentive-listening skills to build and maintain healthy relationships • Identify possible causes of conflict • Identify and demonstrate healthy ways to resolve conflict • Demonstrate the ability to name school and community health services • Convey valid information and express opinions about health issues 		

The candidates understand the central concepts, tools of inquiry, & structures of the discipline and can create learning experiences that make the following content standards meaningful for pupils: (others may be added by institution)	<i>Candidates have the</i> Knowledge, Skills and Dispositions:	How program assesses the students' proficiency of the content standards and KSDs	<u>Reviewer's Rating</u> Evidence of each provided—YES; Evidence of each not apparent - NO
8. the major concepts in the subject matter of health education (continued)	<ul style="list-style-type: none"> Identify community organizations that advocate for healthy individuals, families, schools, and communities Demonstrate the ability to influence and support others in making positive health choices 		
Other Unique Program Requirements:			